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ABSTRACT

"FLESNews" is a three times per year newsletter of the National Network for Early Language Learning. The three issues of volume 2 combined here contain a variety of articles focusing on elementary school second-language programs, including educational strategies, classroom techniques, instructional materials, research, instructional resources, financial resources, and news of national legislative and other political activity related to foreign language instruction in the elementary schools (FLES). (MSE)

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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 2 Number 1 Fall 1988

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FLES Problems Addressed at SLAC Conference

Donna Grundstad
Foreign Language Coordinator
Iowa City Community School District
Iowa City, Iowa

At the Second/Foreign Language Acquisition by Children (SLAC) Conference held in Chicago in March 1988, attendees participated in round-table discussions that were aimed at offering solutions to the most commonly recognized problems confronting foreign language instruction in elementary schools. The problems studied had been identified by a survey conducted by the Center for Language Education and Research (CLEAR) at the Center for Applied Linguistics. Small groups were assigned separate problems, and discussion was directed towards problem solving. At the end of the session, a member of each group presented their group's possible solutions. The following is a summary of the ideas discussed.

NNELL Thanks Its Friends

NNELL thanks its friends who made possible the distribution of the first issues of this newsletter free of charge:

Addison-Wesley Publishing Company
American Association of Teachers of French-FLES Commission
American Association of Teachers of German
American Association of Teachers of Spanish and Portuguese
Gessler Publishing Company
Massachusetts Foreign Language Association
McGraw-Hill Publishing Company
National Textbook Company
Northeast Conference on the Teaching of Foreign Languages
Ohio Foreign Language Association
Wellesley College

Thank you!

FL018171

Qualified Teachers

Solving the problem of the shortage of qualified teachers will require state and national initiatives and pressure from foreign language organizations. For the number of qualified teachers to increase, there is a need for active recruitment and financial support. Both needs could be addressed through fellowships from federal funds for one-year graduate training programs for foreign language majors, secondary foreign language teachers, or elementary teachers with an endorsement in foreign language.

More effective use of native speakers of other languages could also help resolve the problem of not enough qualified teachers. Current restrictions on teaching by these individuals should be reexamined. High school foreign language teachers who are transferred into elementary programs need training in elementary methodology. Such courses should be mandatory and readily available.

Preparing Teachers

Teacher-preparation programs are of two basic types: preparing teachers for initial certification and providing for those who are already in the field but who lack essential training. Both types require the collaboration of universities and local schools. Teacher-preparation programs could be monitored by a politically strong organization that could set standards, make recommendations for improvements, and encourage enrollment. The quality of FLES practitioners would be enhanced by participation in intensive summer workshops. A monitoring organization or national network could identify successful instructors and other personnel to provide such workshops.

Quality Materials

A temporary solution to the lack of quality materials is the development of materials to fit the needs of programs in individual schools and districts. The next step is to develop ways to share materials among programs and practitioners. Ultimately, practitioners need to work with publishers in order to identify what is needed and to pilot materials before they are published.

Members of this discussion group suggested that it would be more practical to produce manuals rather than a text. Materials should be level-specific and should contain illustrations that

Continued on page 4

The Effectiveness of Partial French Immersion for Children from Different Ethnic and Social Class Backgrounds

Naomi E. Holobow
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McGill University
Montreal, Quebec, Canada

This article summarizes the findings of a longitudinal study that explored the impact of a partial French immersion program on children from different ethnic and social class backgrounds (see *References* for the complete evaluations). Over the last few years the Language Research Group of McGill University (F. Genesee, N. E. Holobow, and W. E. Lambert), in collaboration with the Cincinnati (Ohio) public schools, has assessed the development of both English and French language skills as well as the academic achievement of pilot and follow-up groups of students. This is the first time an objective and systematic longitudinal evaluation of a partial immersion program has been conducted in the United States; thus this project has important educational implications for second-language instruction of English-speaking children.

Immersion as it originated in Canada over twenty years ago was an innovative approach to second-language learning (see Lambert and Tucker 1972). In *early* (starting in kindergarten) *total* (100% of the school day) *immersion* classes, the language is picked up incidentally in the process of learning to communicate with a teacher who focuses on the development of new ideas and skills required by the curriculum. This is done in a language that is totally foreign for most pupils in the class. Evaluations of early *total* immersion programs have shown that they are surprisingly effective and economical as a means of learning another language in a "natural" way. In this method, pedagogic emphasis is placed more on general skill development and competence in academic content matters rather than on language itself.

Repeated evaluations have shown that pupils who come to school with a majority language, such as English, as their home language can profit enormously by attending language immersion classes. They profit in the sense of not losing out in native language development because, apparently, language skills as well as content matter are readily transferred from the language of immersion to English. Furthermore, English-speaking children profit from second-language immersion programs because their general language skills are enhanced, their general cognitive development and academic achievement are enriched, and their appreciation of the other culture and people represented by the target language is strengthened and broadened.

Most of the research findings of immersion programs in Canada are based on samples of students from middle to upper middle class families because the programs are largely populated by such students. What made the present study interesting was the possibility of exploring the effects of immersion, or in this case partial immersion, on children from different social class backgrounds, and in particular, working class children from inner-city settings.

The Cincinnati partial French immersion program is part of a system of magnet schools that is designed to attract students from different ethnic, linguistic, and socioeconomic groups to the same schools. As a result, both black students and white students are enrolled, and these students come from both working class and middle class backgrounds.

The Research Design

The research design was longitudinal in nature and followed the linguistic and academic development of pilot and follow-up groups of immersion and control (nonimmersion) students from kindergarten through grade 3. The control students (native English-speaking children in all-English schools) were matched with the immersion students when they were in kindergarten in terms of social class and ethnic group, as well as for nonverbal reasoning ability, verbal ability, and readiness for school

Continued on page 3

FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning: Marcia Rosenbusch, editor; Nancy Rhodes, network chair.

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FLES NEWS wants to hear from its readers. Send letters to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue–May 1; winter issue–Nov. 1; spring issue–Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

French Immersion continued from page 2

learning. This readiness and ability testing was an important feature of the research design as we had to insure that the immersion and control groups of students were comparable from the beginning with respect to these important school-related abilities. Any subsequent measured differences in achievement among the groups could then be reasonably attributed to other factors.

Matching for socioeconomic background was done on the basis of information obtained from a questionnaire sent home to the parents. This questionnaire asked for information about both parents: their language backgrounds, education, employment, and income, as well as their attitudes toward second-language learning. The criteria used for defining the working class group included an annual household income of not more than $15,000, high school as the highest level of education completed, and an occupation that was manual or unskilled. The criteria for defining a middle class background included an annual household income ranging between $21,000 and $45,000, some college education or a college degree, and a professional or skilled labor occupation.

The result of this kind of matching meant that for each group of [illegible]on students (white middle class, white working class, bla[illegible]dle class, and black working class), there was a corresp[illegible]ng control group in an all-English school program.

Method

The Programs

The programs within the elementary schools of the Cincinnati public schools were evaluated. The **partial French immersion** program consists of a full day of academic instruction that is taught half the time in French, usually by a native French-speaking teacher, and half the time in English by a native English-speaking teacher. During the French half of the day, French language arts, handwriting, science, social studies, art, music, and mathematics are taught. The English half-day also covers mathematics, (thus, mathematics is taught in both languages) as well as reading and English language arts. Except in the language arts classes, the teachers do not focus attention on language per se, but rather on content and meaning. Students from two schools that offered partial French immersion were included. The **control** program is a conventional full-day program with all instruction given in English. The control schools stress the "basics," emphasizing reading, writing, and mathematics instruction. Two control schools were included in the evaluation.

Tests and Analyses

A battery of age-appropriate standardized English language and academic achievement tests were administered to both the immersion and control groups of students at the end of each school year. In the first three years of the evaluation, academic achievement was assessed by examining students' performance on standardized mathematics tests. In the last year of the evaluation a science test was also included. This was important because it allowed direct testing of whether academic matter taught in French would transfer to English in the case of the immersion students, as they had received *all* of their science instruction entirely in French (as opposed to mathematics, which was taught in both languages). The total and subtest scores at each grade level were tested for statistical significance by means

Continued on page 5

Activities for Your Classroom

Title: **Favorite Foods**

Objective: Students familiarize themselves with food names and practice asking "Do you like ...?"

Materials: Pictures of 16–20 foods. A handout that includes pictures of the foods.

Procedure: Students listen and repeat the names of the various foods as the teacher shows them the pictures. Teacher asks several students if they like the various foods. They respond yes or no. The teacher writes the names of students after the foods that they like. Students then have the opportunity to ask their classmates what foods they like. On their handout, students will record the names of classmates next to their favorite foods. Teacher asks, for example, "Who likes ham?" Students report the names of the classmates they have listed by the picture of the ham. As a follow-up, the class could then make a bar graph showing the number of students who like each food.

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Classroom Activities Editor: Sheri Houpt

A.A.T.F. FLES Report Available

The 1988 National FLES Commission of the American Association of Teachers of French (A.A.T.F.) announces a new report entitled *So You Want to Have a FLES Program!* The report is edited by Dr. Gladys Lipton, chair of the commission, and presents the views of FLES practitioners who are members of the 1988 commission.

The report deals with the important issues of beginning a FLES program (whether it is sequential FLES, FLEX, or Immersion). Some of the issues discussed in the report are: objectives, skills development, materials, immersion, supervision, program planning, teachers, evaluation, cautions, and accountability. Also included in the report are the latest FLES Commission's Standards/Competencies for effective elementary school foreign language teachers. The 93-page report is available for $7.50 from A.A.T.F., 57 Armory Ave., Champaign, IL 61820.

Letter from a Reader

Dear NNELL:

I am a member of a local PTA where there is a group of parents who want to have foreign language taught in our elementary school. I recently read about your organization in the national PTA magazine and I wondered if you could send me any information that would be helpful in establishing a program. Right now we have enough money in our PTA budget to hire a foreign language teacher for our school, but we cannot convince the classroom teachers and the principal that there is time for the subject in the school day.

Anne L. Harper, Atlanta, Georgia

Dear Ms. Harper:

At least you're off to a good start. You already have the budget for a language teacher. The obstacle you're how facing is one that is common to many programs–the parents or the language teachers are in the position of justifying the program to the rest of the staff. How can we best do this?

The main point you want to get across is that foreign language learning not only is important in its own right, but also enhances and improves other skills. One of the best ways to illustrate this is to incorporate aspects of the regular curriculum (science, social studies, and math) into your FLES class. Instead of teaching in isolation the words for the numbers, why not have the students practice some of their regular math problems in the language. Instead of having the students memorize names of classroom objects, try teaching them the names of items they use in a science experiment. And social studies is a subject that is easily adapted to language classes–culture and geography are already in the FLES curriculum. (See "Teaching Language Through Content–Creative Ideas for the Teacher" in FLES NEWS Vol. 1, No. 2 for more ideas.)

This "content-based" FLES approach not only incorporates some of the latest theories of language learning, but at the same time is an ideal way to demonstrate that language classes are **not** taking time away from the regular curriculum–they are reinforcing it. More and more FLES teachers are finding that incorporating the basic curriculum into the FLES class is the way to go.

Sincerely,
NNELL

FLES Problems Addressed from page 1

appeal to learners of all ages and photographs showing people of all ages.

Established Curricula

Many different curricula have been developed by teachers for their individual teaching situations. The current need is for a network of local, regional, and national representatives to glean ideas from all available sources and suggest a basic format that could be applied to specific types of programs.

It would be helpful to create a national resource center or clearinghouse with information on materials and personnel for conducting in-service training. Other important outlets for disseminating information can be maintained through contacts with organizations such as Advocates for Language Learning, the American Council on the Teaching of Foreign Languages, the Modern Language Association, and the National Network for Early Language Learning.

Time in the School Day

The problem of finding time in the school day for FLES lies with each individual school and district. The two basic choices involve lengthening the school day or taking time from other areas. In either case, it is important to involve many groups of people, including parents, in the decision-making.

In a situation where the foreign language program is added to an already full day, time could be found in several different ways. A few minutes could be taken from each subject area and perhaps make use of previously "wasted" time without replacing an existing program. Half of the time could come from language arts and the rest from social studies, as these two areas are inherent in foreign language study. The foreign language program could develop a content-based curriculum that would tie into other subject areas and reinforce concepts taught in regular curricular areas, which would reduce the feeling of intrusion into the general curriculum.

Sequencing from Elementary into Secondary School Classes

The primary responsibility for improving sequencing from one level to the next lies with the practitioners within a district. They need to work together in an effort to articulate programs across levels. State supervisors can help in establishing sequencing guidelines and in facilitating cooperative efforts both within and among districts.

As foreign language programs move down through elementary grade levels, changes need to be made within the secondary programs to accommodate the growth. Changes also need to be made in college entrance exams to make them more valid measures of the learning that has taken place.

Shortage of Funding

This problem was mentioned most frequently in the CLEAR survey. The discussion group felt that this problem could not be solved without the collaboration of parents, individual schools and districts, state or national initiatives, foreign language associations, and private foundations and businesses, especially those with international divisions.

Suggested solutions included obtaining supplementary funding by applying for established grants and writing proposals to businesses and foundations. This process could be more effective if workshops on writing proposals were offered at language conferences. Other solutions included lobbying legislators and conducting fund-raising activities.

Community Support

Individual schools need to take the responsibility for developing community support for FLES programs. An effective route is to generate publicity that will inform the public and arouse interest. The program being publicized needs to be of high calibre and able to withstand scrutiny from the outside. The publicity should focus on the learners, and it should express the ties between the program and the community. The FLES practitioner should avoid "preaching to the choir alone." Parents and civic groups can be useful in the publicity campaign.

Continued on page 5

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the conferences editor.

1988 Conferences

September 23-24: **American Association of Teachers of Spanish and Portuguese, Third Northeast Biennial Meeting**; Fordham University, New York City. Gioconda Marón, Dept. of Foreign Languages, Fordham University, Bronx, NY 10458, or George Castellanos, City School District of New Rochelle, 515 North Ave., New Rochelle, NY 10801, Chairpersons.

October 13-15: **Southern Conference on Language Teaching**. Charleston, S.C. Dr. L. J. Walker, TJC International Language Center, 909 S. Boston, Tulsa, OK 74119.

October 14-16: **Advocates for Language Learning Conference**, San Francisco, CA. Pre-Conference Symposium for Immersion teachers, October 13-14. For information and registration, contact ALL, P. O. Box 4964, Culver City, CA 90231.

November 18-23: **American Council on the Teaching of Foreign Languages**. 1988 Annual Meeting (in conjunction with AATG/AATI/CLTA/DLI), Monterrey, CA. P. O. Box 408, Hastings-on-Hudson, NY 10706.

Conferences Editor: Jane G. Graveen

French Animated Video in Preparation

A 30-part animated video series and accompanying teacher's manual and student workbooks are being developed by Louisiana State University in cooperation with Louisiana Public Broadcasting to teach French in the elementary grades. The preparation of pilot materials for this project was funded by a grant from the U.S. Department of Education, Secretary's Discretionary Fund for Critical Languages.

The program is designed to be used in the classroom by non-French-speaking teachers as well as by French-speaking teachers, thus enabling school systems to teach French in areas where no teacher is available. The program will feature use of native French-speaking children's voices. In addition to animation, the series will include on-location film segments highlighting uniquely French cultural and holiday events held in French-speaking countries.

The pilot video, which is devoted to the French alphabet, was tested in grades 4–6 in a selected number of Louisiana schools (public, private, urban, rural, and gifted) during April 1988. The participating teachers had previously attended a workshop which explained the methodology and prepared them to use the video and accompanying print materials in the classroom.

For more information, please contact Kay Martin, Project Director, Louisiana State University, Department of French and Italian, Baton Rouge, LA 70803-5309.

FLES Problems Addressed from page 4

It would be valuable to develop a FLES Presentation Packet to be available for use by teachers and other foreign language supporters when making presentations to groups. Such a packet would identify fundamental points of information. The packet could include a video, the most recent research supporting FLES, and flyers to distribute. This collection of material could be the result of local, state, or national efforts.

Summary

In summary, common threads are woven through the suggested solutions to the problems facing FLES programs. The discussion groups frequently brought up the importance of the clout achieved through organization in order to change existing systems to accommodate FLES. Another frequently mentioned element for solving many of the problems is the development of a communication network to disseminate information, link people and resources, and to do away with the provincialism that forces practitioners to "re-invent the wheel."

If organization and communication are the key solutions, there is a need for widespread involvement. Nationwide, people at all levels of FLES must be actively involved to ensure the success of FLES in individual districts.

French Immersion from page 3

of a series of three-way analyses of variance with program type (immersion, English control), socioeconomic status (working class, middle class), and ethnic group (black, white) as the independent variables.

In addition, individual and group-administered French language tests were given to immersion students at the end of each year to assess their French language development.

Results

The following discussion focuses only on the pilot groups of students. Although some differences were found between the results obtained from the pilot groups and those from the follow-up groups, for the most part the results were the same. The outcomes will be presented in terms of program effects, socioeconomic status effects, and ethnic background effects.

Program Comparisons

The results of testing at the beginning of the kindergarten year showed that the immersion and control students did not differ significantly on the pretest measures or on the readiness tests. Thus, the immersion and control subgroups were comparable from the outset with respect to nonverbal and verbal ability, as well as "readiness for schooling."

The scores on the English language tests administered at the end of the kindergarten year also showed no significant differences between students in the two programs. Taken as a whole, then, the pilot immersion group did not differ significantly in English from the pilot English control group at the end of kindergarten.

This was also found to be true when the same students were tested in subsequent years. Generally speaking, there were no significant program effects in any of the following grades on any

Continued on page 6

Resources for Your Classroom

Moraga, R. & Rentsch de Moraga, C. (1987). *El día de la canción*. Marlborough, CT: Ricardo Moraga, 18 Flood Road, Marlborough, CT 06447.

This tape and booklet help teach young children Spanish through music. Mr. Moraga sings traditional songs from Latin America and original songs that teach simple phrases and easy grammar. The original songs are often set to well-known tunes such as "My Darling Clementine" (to teach the months of the year) and "Old MacDonald" (to teach farm animals). The traditional songs take you throughout South America, Central America, and Spain. Mr. Moraga sings beautifully and his pronunciation is always clear. The 68-page booklet contains illustrations of a variety of Latin American instruments, the words to the songs on the tape, and five traditional folktales. Teachers in middle school could use the booklet and the songs to teach a unit on culture. Also available from the authors is a set of three tapes, called "Across the Americas," that contains instrumental music from Quebec, cowboy music from the western United States, Quechua music from the Andes, and mountain music from Puerto Rico.

Benya, R. & Muller, K. (1988). *Children and Languages: Research, Practice, and Rationale for the Early Grades*. New York, New York: The American Forum.

Children and Languages is a compilation of papers presented at the first conference on Second/Foreign Language Acquisition by Children, held in March 1985. The papers are drawn from the areas of FLES, English as a Second Language, and bilingual education. For FLES teachers, who too often operate independently of the research done in related disciplines, these articles provide an opportunity to examine common concerns from different points of view.

The book opens with an article by Maureen Regan on how FLES can change the negative attitude towards second language learning held by many Americans. In their article, Nancy Rhodes and Marguerite Ann Snow discuss comparative achievements levels in FLES and immersion programs. Many papers describe successful and innovative language programs, including the bilingual program in the Cincinnati public schools, immersion programs in Canada, a FLEX program in Tennessee, a program in Maryland using volunteer staff, and a tuition-supported extracurricular program in Seattle. Reports on research include a discussion of the importance of socialization in successful language learning (C. Ray Graham, "Assimilative Motivation") and of the necessity of teaching grammar through meaning (Mervin R. Barnes, "Should We Teach Children Grammar?").

Two articles focus specifically on reading and writing in the second language: Lucille R. Guckes and Barbara Kandaras offer instructional strategies for teaching children to read; and Curtis W. Hayes, Robert Bahruth, and Carolyn Kessler describe using a dialogue journal with limited-English-proficiency students. Loren Alexander writes about testing listening comprehension in the FLES classroom; and Heesoon Jun-Aust discusses the beneficial effects of peer-pairing when teaching English to Korean students. Carol Klee analyzes the discourse of Spanish-speaking children in school, at home, and at play. Stuart J. Anderson, Rory P. Plunkett, and E. John Hammond discuss the physiology of the brain and its implications for language learning. Donald Jacoby presents techniques for classroom management. How to use fairy tales and tales from the Hispanic literature of the American Southwest form the substance of articles by April Haulman and Cida S. Chase. Marcia Rosenbusch describes the curriculum of the Ames, Iowa, FLES program, a program centered on children's needs, interests, and developmental stages. A paper on how to teach language and culture through music includes sample methodology and language arts activities, (Sheryl L. Santos, "Bilingual Language Arts through Music,"). Robert Williston tackles the problems of the reluctant grammar-learner through games, and Ivy A. Mitchell describes an unusual program in which 5th graders spend part of a semester teaching Spanish to family members.

Even a rapid overview of the contents of *Children and Languages* reveals its scope; it would be a useful addition to the research library of any FLES teacher.

Resources Editors: Myriam Chapman and Betsy Grob

French Immersion from page 5

of the English reading tests. (The one exception at the end of grade 2 actually favored the performance of the partial immersion group). This means that in terms of their English language development, the immersion students demonstrated the same level of achievement in English phonic analysis, structural analysis, vocabulary, and reading comprehension as their peers in the regular English program. This was the case despite the fact that the immersion students had received half the amount of instruction in English as the control students. When the raw scores were converted to stanine equivalents, it was found that both immersion and control students read just as well as the average of American pupils of the same age at each grade level.

In terms of mathematics testing, only one significant effect due to program type emerged in all four years of testing the same students. This occurred at the end of grade 1 and showed the immersion students to have scored significantly higher on the standardized mathematics test than the control students. This was so despite the fact that they had received a good part of their mathematics instruction in French. In general, the immersion students scored just as well as the English control students in mathematics.

The results of the science testing at the end of grade 3 showed no significant difference between the scores of the immersion and control groups. The immersion students scored just as well as their English control counterparts even though (a) they had received *all* of their science instruction in French since kindergarten, and (b) this test was given to them in English. Thus, the scientific concepts the students learned in their second language transferred to their first language with no apparent difficulty.

Socioeconomic Status Comparisons

There were significant effects on the English language tests favoring the middle class students when they were tested each year (kindergarten, grade 1, grade 2, and grade 3). However, there were no effects due to socioeconomic status on the mathematics tests in either grade 1 or grade 2, meaning that for those years the working class students scored the same as their middle class counterparts. In grade 3 socioeconomic status effects favored the middle class students in both mathematics and science. The important point to note is that even when

Continued on page 7

French Immersion from page 6

middle class students performed better than working class students, there were never any interaction effects with program type. Thus, the working class children in immersion scored similarly to the working class children in the English control program, and the scores of the middle class students in immersion were comparable to those of the middle class students in the control program. One can conclude therefore that participating in the immersion program has not hindered the English language or academic development of working class or middle class children.

Ethnic Group Comparisons

The picture is more complicated for ethnic group comparison. Significant ethnic group effects emerged in favor of the white students on the English language tests in kindergarten and grade 1, and on the mathematics tests in grades 1, 2, and 3. However, no effects due to ethnicity were found on the English tests at the end of grade 2 or 3. It may be that initial ethnic group effects diminished as the black students were exposed to the standard English taught in the schools. Thus, in these grades, black children and white children scored comparably. What is more important is that there were never any significant interaction effects between ethnicity and program type: the black students in immersion scored comparably to the black students in the control program, and the white immersion students scored as well as the white control students. Thus, students from both the majority white group and from the minority black group did not experience any setbacks in their native English language development as a result of participating in the partial French immersion program.

French Language Testing

As far as the French language testing was concerned, there were only a few significant differences favoring the middle class immersion students over the working class immersion students, and no significant differences between the black students and white students. These results suggest that the development of French language skills (i.e., listening comprehension and oral production) might be relatively insensitive to overall social class differences. Such differences might have been expected in view of the effects of social class on English language performance. The students' comprehension skills were consistently better than their production skills, and there was much room for improvement in both areas of French language proficiency. In fact, we were concerned by the end of the third year of testing that the immersion students might face difficulties in dealing with increasingly complex content material if their proficiency did not improve. However, the results of the fourth-year evaluation of science scores alleviated this concern, as the immersion students scored just as well in science as the control students, indicating that they had understood and learned content matter taught exclusively through their second language and had successfully transferred the concepts to their first language.

Conclusions

The results of the longitudinal evaluation of the partial French immersion program in Cincinnati can be summarized as follows:

First, students participating in the immersion program have not evidenced any setbacks in the development of English language, mathematics, or science skills. The immersion students scored comparably to students who had been educated entirely in English. This was so despite the fact that the immersion students had received half the amount of instruction in English as the control students.

Second, the working class students benefited as much as the middle class students from participation in immersion. Any social class differences that did emerge were the same in both programs, meaning that participation in immersion did not exacerbate social class differences. Similarly, participation in immersion did not exacerbate ethnic group differences. Any differences that were found were not due to program participation.

Third, working class students in immersion tended to score just as well on the French tests as middle class students in immersion. Their listening skills are better than their speaking skills. Although there is room for improvement in both areas, we also know that they are successfully learning academic matter via their second language.

In conclusion, this four-year longitudinal evaluation has demonstrated the effectiveness of a partial French immersion program in the education of students from different social class

Continued on page 8

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Mailing address: _____

City, State: _____ Zip: _____

Mail check and this coupon to: Gladys Lipton, Treasurer, National Network for Early Language Learning
P. O. Box 4982, Silver Spring, MD 20904

French Immersion from page 7

and ethnic backgrounds. It has been shown that children from lower socioeconomic backgrounds, as well as those from ethnic minority backgrounds, can benefit from second language immersion programs. However, it is important to emphasize that these results pertain only to ethnic minority-group children who speak a dialect of English, and not to ethnic minority-group children for whom English is a second language.

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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 2, Number 2 Winter 1988-89

Administrators and Counselors: Essential Partners to FLES

Greg Duncan
Coordinator of Foreign Languages
Georgia Department of Education

All of us have learned that no matter how well-conceived our plans may be for programs, the success of our ideas is always contingent upon the support of other groups. If we want to see our ideas come to fruition, we have to accept this fact of life and come to grips with it.

For those of us in foreign language education, it is relatively easy to identify school administrators and counselors as two groups having substantial impact on our programs. Indeed, I have seldom read start-up materials for early language learning programs that did not spend a great deal of time on the important role that these two groups of educators play in the efficacy of any elementary program, no matter what the model.

If we accept the idea that we need to enlist the aid of other parties in advancing our own causes (in this case, elementary school foreign language programs), we must use some psychology and study the nature of these individuals. We need to know what they are going to think, how they might react, and what sorts of techniques we can use to sway their opinions. It's really the same principle as selling a product; if we're going to be successful, we must know our client!

Jon Strolle, former dean at the Junior College of Albany (NY) has this to say about working with administrators:

> Foreign language departments, divisions, and programs need to heed their own advice when communicating with administrators in academic institutions and government: speak the language, follow the customs, (and) know that culture and its signs (Strolle, 1983).

One of the first steps in working successfully with administrators and counselors is to educate them about our programs so that they have a frame of reference for our needs. We too often think that it is the administrator's place to know

Continued on page 6

Pesola Receives ACTFL Award

FLES educators throughout the country who have come to know Carol Ann Pesola as teacher, author, researcher, innovator, and workshop presenter will be delighted to know that she has received the Florence Steiner Award for Leadership in Foreign Language Education, at the postsecondary level. The award was presented to Carol Ann at the American Council on the Teaching of Foreign Languages awards ceremony at the annual meeting in Monterey, CA, November, 1988.

Carol Ann is currently completing her doctorate at the University of Minnesota and is on leave from her position as Assistant Professor of German and Education at Concordia College in Moorhead, MN. She is the co-author of the book *Languages and Children: Making the Match* (1988), and the author of *Sourcebook for Elementary and Middle School Language Programs* (1982). She initiated and teaches a FLES methods course at Concordia College and has led more than 20 workshops at state, regional, and national conferences on the philosophy and principles of FLES. Carol Ann is serving as director of the *Kinder Lernen Deutsch* project of the American Association of Teachers of German. She was one of the founders of the National Network for Early Language Learning.

In her acceptance speech upon receiving the award, Carol Ann shared the following thoughts:

> "It is especially meaningful to me to look out and see friends, colleagues, and mentors who have worked with me, inspired me, and supported me especially in the area of elementary school foreign language. I hope that they can feel the warmth of this moment and the honor of this award reflecting back to them."

News from Washington

The 100th Congress came to a close at 3 a.m., October 21. A period of considerable frustration on the part of the foreign language profession also came to an end. Over 75 pieces of legislation dealing with language or international studies were considered by Congress during the last two years. Many of these new programs were passed and signed into law; however, few received any funding.

The most relevant program for FLES practitioners is the Foreign Language Assistance Act. This program authorizes $25 million in matching funds (both state and federal governments provide funding) for the establishment of model foreign language programs at the elementary and secondary level. It provides an additional $1 million for Presidential Awards for Excellence in Teaching Foreign Languages. This legislation amended the Education for Economic Security Act (for math, science and foreign languages) to create a separate section for foreign languages. Another new section was also added to the Education for Economic Security Act to establish the Star Schools Program. This program, authorized at $100 million, awards grants to telecommunication networks to teach math, science, and foreign languages via satellite. The Foreign Language Assistance Act actually passed Congress twice—once as part of an omnibus education bill and once as part of an omnibus trade bill. (An omnibus bill is one in which a number of different but related bills are combined.)

While these programs passed Congress with relative ease, the support did not carry over into the appropriations process (where Congress decides which programs to fund). Despite letters of support from several influential members of Congress—several of whom also testified on behalf of foreign language funding before the Appropriations Committees—and an impressive letter-writing campaign by foreign language practitioners around the country, the model foreign language programs received no funding, and Star Schools received only $14 million.

Nevertheless, these programs are now in place. We will begin working on next year's funding as soon as Congress reconvenes in January and are cautiously optimistic about the chances for increased funding opportunities for foreign language programs at all levels of education.

For a summary of all legislation dealing with language and international studies in the 100th Congress, contact Joint National Committee for Languages-National Council for Languages and International Studies, (JNCL-NCLIS), 20 F Street, NW Washington, DC 20001 (202) 783-2211.

Funding Information and New Legislation Editor: Jamie B. Draper

FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning. Marcia Rosenbusch, editor; Nancy Rhodes, network chair.

Contributing editors for the newsletter by topic are: *Classroom activities* Sheri Houpt, Portland Public Schools, Hall School, 23 Orono Road, Portland, ME 04102; *Conferences* Jane G. Graveen, Glastonbury Public Schools, Glastonbury, CT 06033; *Funding information and new legislation* Jamie B. Draper, Joint National Committee for Languages, 20 F Street NW, Washington, DC 20001; *Publicizing FLES* Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th Street, Cincinnati, OH 45202; *Research* E. Statzner, Longfellow Humanities Magnet School, 318 Moore St., St. Paul, MN 55104; *Resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025 and Betsy Grob, 196 Bleeker St., c/o Little Red Schoolhouse, New York, NY 10012; *Teaching Methods* Carol Ann Pesola, College of Education, 125 Peik Hall, 159 Pillsbury Drive S.E., University of Minnesota, Minneapolis, MN 55455.

Subscription rate is $8/year. Please send your check to: *Gladys Lipton, Treasurer, National Network for Early Language Learning, P.O. Box 4982, Silver Spring, MD 20904.

FLES NEWS wants to hear from its readers. Send letters to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue–May 1; winter issue–Nov. 1; spring issue–Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

Notes from the Chair

As you know, one of the purposes of the National Network for Early Language Learning is to provide opportunities for people to share ideas and common concerns dealing with early language instruction.

We have had two very informative national networking sessions this fall—at the Advocates for Language Learning (ALL) Conference in October and the American Council on the Teaching of Foreign Languages (ACTFL) Annual Meeting in November. At our ACTFL session we divided into four discussion groups to exchange information on the topics that the participants identified as priority concerns: teacher training, articulation from elementary to secondary foreign language programs, how to start up a program, and the use of technology in the FLES and immersion classrooms.

Because of the critical importance of K-12 articulation to successful language programs, the NNELL Executive Committee has decided to focus on articulation at our networking sessions during the 1989 year. There will be discussions on the topic of FLES and immersion articulation in the NNELL sessions at the Northeast Conference, the Central States Conference, the ALL Conference, and the Second/Foreign Language Acquisition by Children Conference at ACTFL. We look forward to your participation in the discussions of this important issue.

Nancy C. Rhodes

Letter from a Reader

Dear NNELL:

I read with interest the news item concerning the "animated French video in preparation," carried in the Fall 1988 issue of *FLES News*.

Some of your older readers may recall the series produced in the 1960s starring Ann Slack, called *Parlons Français*. This new series is undoubtedly far superior to the former material. Then, as now, however, I note that in addition to other uses it is being recommended for use by "non-French-speaking" teachers, "thus enabling school systems to *teach French* in areas where no French teacher is available."

This was precisely one of the practices which caused our profession to lose its credibility in those halcyon days of the late 1960s. Thousands of elementary school students demonstrated that they had not learned much foreign language from the television teacher when there had been no "live" foreign language teacher to follow it up. In fact, most students made gross errors and had very poor pronunciation since there had been no one to guide their learning.

Hoping that we have learned from the errors of the past I am confident that this excellent material will be utilized according to the *goals* of a particular program. For example, areas which do not have available French teachers might use the series as "cultural enrichment--with language exposure," in other words, a foreign language experience program, rather than pretending to be a bona fide sequential program.

If used in a (or as a) sequential program, it would be with the implication that a French teacher follows up the lesson (at least once a week, for example). Thus the video series could *enhance* any type of program if used within the parameters of the stated goals of that program. The public should understand the goals of their school's foreign language program. In this manner, the foreign language profession will not again lose its credibility, and we will not be "condemned to relive recent history."

Sincerely yours,

Dora F. Kennedy, Ph.D.
Supervisor of Foreign Languages
Prince George's County Public Schools
Upper Marlboro, Maryland

AATG and "Kinder Lernen Deutsch"

A task force established during the last school year by the American Association of Teachers of German (AATG) recently completed the review and evaluation of several hundred materials for the teaching of German that were submitted for review by textbook companies, school districts, and individual teachers. Members of the "Kinder Lernen Deutsch" task force were: Horst Bussiek, Georgia Department of Education, Helena Curtain, Milwaukee Public Schools, Carol Ann Pesola, Concordia College, and Patricia Pillot, Ferndale (MI) Public Schools. Funding for the project came from the Federal Republic of Germany.

The results of the task force's work were published by AATG in October, 1988. The report includes a detailed evaluation form listing major criteria for judging K-8 German teaching materials, a philosophy of second language education for children, recommended core materials, suggested supplementary materials, commercially available materials, and an extensive bibliography of library and classroom materials. Other issues discussed by the task force were the distribution of the task force report to AATG members and other interested educators, further workshops to create a proposal for funding the development of needed materials, and the establishment of a summer program in 1989 for teachers interested in or involved in teaching German in the elementary school.

For more information contact: AATG, 523 Building., Route. 38, Cherry Hill, NJ 08034.

Hispania Requests Spanish Articles

Many exciting things are happening in elementary school foreign language programs that need to be shared with colleagues. Teachers of French and German receive the encouragement and support of their national organizations (American Association of Teachers of French and American Association of Teachers of German) in a variety of ways.

Given the numbers of programs that teach Spanish in the elementary school, it is important that Spanish teachers also develop a networking system. The American Association of Teachers of Spanish and Portuguese (AATSP) offers a unique opportunity for Spanish teachers to communicate with their colleagues through the section of the AATSP journal *Hispania* entitled "Teaching in Elementary Schools." Articles about issues and programs are urgently requested. Please forward articles to: Dr. Myriam Met, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850.

FLES Poster Contest Announced

The Northeast Conference on the Teaching of Foreign Languages will again sponsor the successful elementary school poster contest in the spring of 1989. This contest is open to grades 4-6 in both public and non-public elementary schools. Students need not be studying a foreign language to enter. Although the theme, *Meet the Challenge of Tomorrow with Another Language* is recommended as a point of departure, the slogan itself need not appear on the poster. Entries must be limited to three per school system; be created by a fourth, fifth, or sixth grader; be presented on 12 x 18 inch paper; be drawn in crayon, pen and ink, or magic markers; arrive no later than March 1, 1989; and include (on the back of the entry) the student's name, home and school addresses, a statement of the number of students in the student's class, the teacher's name, and the name and address of the local newspaper(s). Entries should be mailed first class, either rolled in tubes or stiffened with cardboard to prevent damage in transit, to: Northeast Conference Poster Contest, c/o Helen Candi Sousa-Welch, Whiting Lane School, 47 Whiting Lane, West Hartford, CT 06119.

Federal Grants Fund FLES Projects

The U.S. Department of Education, through the Secretary's Discretionary Fund, has recently funded 23 projects dealing with elementary school foreign language instruction. The sponsoring institutions, project titles, and contact persons are listed here followed by a description of one of the funded projects.

Boston University: **Project Interact** (Suzanne Irujo).

California State University/Fullerton: **Teaching for Competence K-8** (Stuart Ross).

California State University/Long Beach: **Asian Languages Teacher Preparation Program** (Paul Bott).

College of Old Westbury/Long Island: **New Dimensions in Foreign Language Instruction: The Peer Tutor Multiplier Effect** (Roberta Teliska).

College of Old Westbury/Long Island: **Improving Critical Foreign Language Instruction at the Elementary Level: A Collaborative Approach** (Robert Teliska).

Columbia University Teachers College, NY: **Project Inter-Act** (Herminio Mertinez).

El Paso Community College, TX: **Exploratory Foreign Language and Culture Awareness Curriculum and Foreign Language Teaching Practicum** (Candace Cestillo).

Florida Atlantic University, Boca Raton: **Critical Foreign Languages: Improving and Expanding Instruction** (Ernest Weiser).

George Mason University, VA: **Japanese, Spanish, French Partial Immersion Project: Curriculum Development and Videotape Production** (Harold Chu).

John Jay College, NY: **Summer Spanish and French Language and Culture Institute for 50 6-9 Teachers in Non-Native Proficiency from Public and Private Schools** (Catherine Rivira).

Long Island University/Brooklyn Campus: **Inservice Training of Foreign Language Teachers (Italian, French, Spanish) Critical Foreign Languages in Elementary Schools** (Jo Ann Floyd).

Michigan State University: **Institute for Teachers of French and Spanish (Grades K-8): A Plan to Improve Foreign Language Instruction** (George Mensour).

Ohio State University: **The Development of a Prototype Training Model for U.S. Immersion Teachers** (Elizabeth Bernhardt).

Pittsburg State University, KS: **A Model Program for Retraining Teachers for Elementary Foreign Language Instruction** (Colien Gray).

Potsdam College, NY: **Potsdam College Collaborative Project: The Pursuit of Excellence in Critical Foreign Language Instruction** (Robert Mason).

University of Arkansas, Fayetteville: **An Intensive Language Training Project for Teachers of French and Spanish in Grades K-8** (Don Ousterhout).

University of Denver: **A Project to Improve and Expand Instruction in Foreign Languages in Colorado Schools, Grades K-8** (Eleanor Hoffman).

University of Georgia, Athens: **Georgia FLES Institute** (Thomas Cooper).

University of Hawaii: **Program to Train Teachers for Foreign Language Programs in Elementary Schools** (Richard Seymour).

University of Iowa/Oakdale: **Look, Listen, and Learn: Foreign Language Programs for Elementary Students** (Lawrence Stolurow).

University of Maryland/Baltimore County: **Highlighting FLES: A Model for Training Teachers and Developing Materials for Students** (Alan Rosenthal).

University of Minnesota/Minneapolis: **Enhancing Teacher Performance in Spanish Elementary Classes** (Millie Mellgren).

University of Tennessee, Chattanooga: **Achieving an Articulated Curriculum in the K-8 Sequence** (Douglas Kingdon).

The Development of a Prototype Training Model for U.S. Immersion Teachers

Elizabeth Bernhardt
The Ohio State University
Columbus, Ohio

The Ohio State project, which has been funded by a U.S. Department of Education grant, addresses how immersion teachers make instructional decisions and how they teach the language arts as well as other content areas through the adaptation of mother-tongue methodologies. The goal of the project is to develop an effective and efficient model of professional training for immersion teachers, which will also provide insight into teacher education models for all curricular arrangements of language instruction. This goal will be met over a two year period through a collaborative research project with teachers in a public French immersion elementary school. The project integrates drama, whole language literacy, and science and technology methodologies with a reflective model of teacher decision making.

This project is rooted in the belief that educational research must be conducted collaboratively, i.e., that significant and sustained collaborative interaction between *in situ* immersion teachers and with faculty regularly engaged in educational research will produce the best prototypic model of and curriculum for teacher development within immersion settings.

Continued on page 5

Immersion Project from page 4

Therefore, the project relies heavily upon the reflections of teachers as they try to implement new methodologies in their own classrooms. The recording of these reflections provides significant data for coming to know which aspects of child development and language acquisition give teachers the greatest insight into their students. Teacher reflection, therefore, is an overriding thrust in this two year project.

Within the framework of reflection, i.e., teacher decision-making, the project has two emphases. The first year focuses on the language arts, specifically through the introduction of drama techniques and through the introduction of reading and literature skills with authentic texts. The second year focuses on innovative instructional methodologies in the sciences. All activities are directed toward the development of an understanding of the act of immersion teaching.

Collaborating with the project are teachers from the French immersion programs of Kenwood Elementary School, Columbus, Ohio, and French immersion teachers from Canada, as well as university professors with specialties in foreign language education, speech and theater, educational studies, science, and microcomputers. The project will culminate in two one-half hour video productions and in a monograph entitled *The Development and Training of U.S. Immersion Teachers.*

Tell a Tale and Teach a Language

Mary Ann Brewer
Highland Park Presbyterian Day School
Dallas, Texas

Storytelling in the target language is a great way to teach listening skills in the foreign language classroom. Children of all ages love to listen to stories. The children will be having so much fun, they won't even realize they're learning, and it's fun for the teacher as well.

But you're not a storyteller, you say? I would venture to say that you are. We are all storytellers. You relate stories to friends, family, and students every day. The oral tradition is a fundamental form of communication. Furthermore, foreign language teachers already have a headstart. You are in the habit of using gestures, facial expressions and voice changes to convey meaning. You're already "animated," so what are you waiting for?

Choose Your Story Carefully

What makes a story good for foreign language telling? It should have a single, clearly defined, easy to follow theme. The style should have good rhythm and vivid word pictures. The characterizations should be well defined yet simple. You don't want to lose your audience in the description of the hero. Finally, stories with repetitive phrases or sequences make excellent foreign language stories.

It's best to use stories well-known to your audience--that way they won't easily get lost. They know that even though things look pretty bad for Cinderella right now, with a little help from her friends she'll end up at the ball. If the children lose something in the translation, they can fill in the gaps from memory, provided you keep the gaps small.

What stories are well-known to your audience? You can't go wrong with standards like "Goldilocks and the Three Bears," "The Three Little Pigs," "The Little Red Hen," and "Little Red Riding Hood." Not only do your students already know the story, but so do you. You can devote your time to your language teaching and storytelling technique and won't have to start by learning the story. Even though you might not ordinarily tell a story like "Little Red Riding Hood" to fourth or fifth graders, you can get away with it in a foreign language. The foreign language makes it unique, and the children will really enjoy it because they have a frame of reference.

Recently I told "Goldilocks and the Three Bears" entirely in Spanish to a group of adults, most of whom knew little or no Spanish. They thoroughly enjoyed it. I used no visuals and no props. They followed the story through my body language and their own knowledge of the tale. The action of the story lends itself well to mime. Goldilocks knocks at the door and opens it; she tastes the porridge in the small, medium, and large bowls and eats some of it; she sits in the small, medium, and large chairs and breaks the little one; she tests out the beds, she falls asleep. All these actions are easy to pantomime while telling the story.

The audience already knows this story well and can follow it with no trouble. The characters are well-defined and the theme is simple. There is room for lots of humor. The story contains words and phrases that are repeated several times as well as repeated action sequences. This is a perfect story for foreign language telling!

When your class is ready for something other than the standards, ask your students what some of their favorite stories are. Ask their other teachers for suggestions. The school librarian or the children's librarian at the public library can also help you. Then choose a story that will lend itself to foreign language telling. Remember, choose a story that you like because you will be telling it again and again.

Preparing the Story to Teach a Foreign Language

After selecting a story, you need to prepare it in the target language. Make a picture for each scene of the story. On each picture, write the key vocabulary to be used in the telling of that particular scene. Never write down a story and memorize it, but rather tell it in your own words using the scene pictures and vocabulary guides you make.

Continued on page 7

Partners to FLES from page 1

what's going on in our program, and maybe it is. But the reality of the situation is that such an idea is an impossibility. Having served as an assistant principal in a high school of 2,000 students, I learned very quickly that no matter how much I wanted to know what was happening in each discipline area of the curriculum, it was a physical impossibility. We as supervisors and classroom teachers, then, must assume this responsibility to inform administrators and counselors of our needs and goals. Once we have informed these individuals of our needs, we must be very specific in spelling out exactly what it is we expect them to do to help us. I shall never forget an incident that occurred during my tenure as foreign language department chairman at Wheeler High School in Marietta, Georgia. When the Carter Commission report was released in 1979, my colleagues in the department and I felt an overwhelming urge to inform our administrators and counselors of the report's contents. Accordingly, after much preparation, we scheduled an afternoon meeting with them and highlighted the report's findings.

The next day, my principal came by to thank the staff for the presentation. After the other teachers had returned to class and the principal and I were alone, he said, "You know, Greg, the only problem with yesterday's meeting is you didn't ask us to do anything with the information." My colleagues and I had missed a golden opportunity to strike while the iron was hot. I can honestly say that I haven't made that same mistake again.

Once we have brought others into the know, we must remember to keep them informed. We must view this as an on-going process since our needs and goals are continually evolving and, perhaps, changing. The key is to make the administrators partners in our overall plan, and we must view them as such if we are to genuinely have their support and assistance.

Here are some concrete suggestions that will provide assistance in the day-to-day dealings with these key individuals.

1. Always be very professional and businesslike.
2. Set up appointments to discuss your concerns.
3. Determine the most appropriate setting for your meeting.
4. Prepare for your meeting thoroughly (prepare an overview of what is to be discussed; anticipate reactions to the presentation; plan rebuttals; make your requests; summarize the meeting; do a follow-up memo).
5. Be considerate of the administrator's and counselor's time.
6. Only present problems for which there *are* solutions.
7. Be specific in your request for assistance and be realistic.
8. When writing to administrators and/or counselors:
   - be concise
   - back up positions with solid evidence
   - attach copies of professional articles relevant to your position
   - avoid emotionalism and criticism at all cost
   - consider the need for writing: would the task be better accomplished face-to-face than through written form? (Seigneuret, 1986).
9. Keep your administrator informed of noteworthy accomplishments of the department's students and staff.

While we as supervisors and language teachers may spend hours on planning and implementation, if we have omitted the critical ingredient of administrator and counselor involvement in our plans, we have laid a shaky foundation for ourselves and our program. Recognizing the importance of such allies and using some of the logic outlined above can lead us to the levels of success that we envision.

Strolle, J. (1983). Comments on Communicating with the Administration. *ADFL Bulletin, 15* (1), p. 10.

Seigneuret, J. (1986). Managing for Success. *ADFL Bulletin, 17*(2), p. 21.

Publicizing FLES Editor: Carolyn Andrade

Resources for Your Classroom

Language Posters. Editions Soleil Publishing Inc. Box 890, Lewiston, New York, 14092.

Editions Soleil has wonderful posters at reasonable prices. There are holiday posters, cartoon posters, and vocabulary posters, which include such topics as sports, articles of clothing, the farm, the zoo, the kitchen, etc. The posters are printed in color on sturdy paper and are available in the following languages: French, Italian, German, Spanish, Portuguese, Ukranian, Polish, Russian, Croatian, Japanese, Hebrew, Greek, Latin, and English.

Hoffman, E. R. (1987). ***Un voyage en bateau.*** Eastwood Printing and Publishing. Available from Western Continental Book, 625 E. 70th Ave. #5, Denver, CO 80229.

This booklet and story, which is presented on audiocassette, concern a French boy, André, who is going to the United States to visit his aunt and uncle. Most of his adventures take place on board ship: he makes friends with the sailors and the ship's captain, he loses and finds his pets, his dog gives birth and he names the puppies for the provinces of France. The story reviews basic French vocabulary, clothing, numbers, and simple verbs. A pleasant male voice tells the story in French on the audiocassette and the bound booklet is nicely illustrated in black and white. Fourth, fifth, and sixth-graders will especially enjoy this story because the boy is about their own age.

Resources Editors: Myriam Chapman and Betsy Groh

Activities for Your Classroom

Title: **Quick Ideas for Teaching Higher Order Thinking Skills**

Objective: Students will practice various higher order thinking skills such as decision-making, drawing conclusions, hypothesizing, etc.

Procedure: Here are some quick ideas for various units:

Thinking Skill	Student Action
Sequencing	**Clothing**–Put on clothes in a logical order. **Story**–Put pictures of story in correct sequence.
Decision-making	**Food**–Choose what to eat for a meal (use photos of foods and paper plates).
Making inferences & drawing conclusions	**Colors**–Create a post-it graph using color choices of school clothes; conclude color preferences of class.
Predicting	**Professions**–Predict what will be each classmate's profession.
Classifying	**School**–Respond to requests to bring various objects to teacher: something to write with, something to erase with, something to write on, something to read, etc.

Contributors: Jane Harper, Madeleine Lively
Tarrant County Junior College, Northeast Campus
828 Harwood Road
Hurst, Texas 76054

Classroom Activities Editor: Sheri Houpt

Tell a Tale from page 5

You can use the back of the pictures to make notes to yourself. Perhaps you get an idea about the teaching of that specific vocabulary prior to the actual story telling. Jot it down here and you can refer to it later. Maybe you will get some good ideas for visuals or props; again, the picture back is a good place to make a note of them. These picture guides and notes will be invaluable later, if the children work on telling these stories themselves.

Remember that the story should have a single, clearly defined, easy to follow theme. Streamline the story if you need to. For example, the trips to the apple orchard and the fair can be eliminated from the foreign language version of "The Three Little Pigs," and the story still stands as a good, entertaining story.

Keep in mind how important it is to tailor the vocabulary of the story to your audience. Rework your narration to use as much old vocabulary as you can. Make the sentences simple. You might look for a way to work in some specific new vocabulary. For example, if your students have just learned some new colors, you can weave these new vocabulary words into the story with a repetitive sequence. Your story might begin, "Once upon a time there lived a girl named Marie, with golden hair, sky blue eyes, and ruby red lips." Then every time Marie's name is mentioned, her golden hair, sky blue eyes, and ruby red lips are also mentioned. With a little coaxing, your audience will begin to say this repetitive phrase with you as you tell the story.

Use visuals where you feel they are necessary to help you convey meaning. I usually think I need more visuals than I really do. Gestures, mime, and voice changes can communicate a great deal. Practice using your visuals so that they are natural and don't distract from the storytelling. By holding up a visual and pausing, you can encourage audience participation in the story, if that is your goal.

Keep in mind that your audience won't be satisfied with hearing the story just once, and for optimum results in teaching listening skills, you will need to repeat the story several times to your students. I often use lots of visuals the first few times I tell the story, to insure that the students understand it well. With each subsequent telling, I eliminate some visuals, and eventually do away with most and sometimes all of them. After the children have heard the story several times, they don't seem to even notice that the story is in a foreign language.

Practice telling the story as you will to your class, using the visuals and props. Practice in front of the mirror if you like. Try different gestures and voice emphasis to see what works best. I like to practice my voice inflection by telling the story to myself while I'm driving to work.

Always consider the capabilities of your students, and try not to overwhelm them and risk losing them in the middle of the story. You want your students to enjoy the story you're telling them and not have to work too hard at understanding it.

Finally, relax and enjoy telling the story. Your class is your easiest audience. Children love to listen to stories and these kids already like listening to you. There's a tale to tell in the foreign language classroom, and oh, what fun that telling can be!

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Teaching Methods Editor: Carol Ann Pesola

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the conferences editor.

1989 Conferences

March 2-4: **Southwest Conference on Language Teaching**. Salt Lake City, UT. Jerry Larson, 304 JKHB, Brigham Young University, Provo, UT 84602.

April 6-9: **Northeast Conference on the Teaching of Foreign Languages**. New York, NY. Northeast Conference, P. O. Box 6213, Middlebury, VT 05753.

April 13-16: **Central States Conference on the Teaching of Foreign Languages**. Nashville, TN. Gerard L. Ervin, Slavic Dept., 232 Cunz Hall, The Ohio State University, Columbus, OH 43210.

May 4-6: **Canadian Association of Second Language Teachers Annual Meeting**. Vancouver. Ihor Z. Kruk, 369 Montrose Street, Winnipeg, Manitoba R3M 3M1, Canada.

May 11-16: **Pacific Northwest Council on Foreign Languages**. Missoula, MT. Ray Verzasconi, Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331.

1989 FLES Training Workshops

January 20-21: **Creative Techniques for Teaching Second Languages in the Classroom (K-6)**. Bank Street College of Education. 610 West 112th Street, New York, NY 10025. (212) 663-7200, ext. 249.

June 29-July 30: **Fourth Annual Summer Language Institute**. New York, NY. Mari Haas, Bank Street Graduate School of Education, Summer Language Institute, 610 West 112th Street, New York, NY 10025. (212) 865-5382. Session includes two weeks travel in France or Mexico. Session also available June 29-July 14 without travel.

June 26-29: **FLES Training Workshop**. Southern Oregon State College, Ashland, OR. Lauren Schaffer, Instructor. For application information contact: Department of Continuing Education, Attn: Pat Trowbridge, S.O.S.C., Ashland, OR 97520. (503) 482-6331.

July 5-22: **National FLES Seminar**. Write for application to Dr. Gladys Lipton, Coordinator of Foreign Language Workshops, University of Maryland/Baltimore County, Department of Modern Languages, Baltimore, MD 21228. (301) 455-2109. Application deadline: March 31, 1989.

Conferences Editor: Jane G. Graveen

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FLESNEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 2, Number 3 Spring 1989

Starting Language Early: A Rationale

Marianne Fuchsen
Hartley-Melvin-Sanborn Middle School and High School, Hartley, IA

There have been numerous research studies in the past ten years on the acquisition of language, both native and second language, and its effect on the cognitive development of the pre-adolescent child. It has been generally agreed by linguists, psychologists, and educators that the ages from 4 to 12 are "prime time" for foreign language learning because of children's psychological readiness, oral flexibility, aural memory capacity, and natural curiosity about other cultures (Medlin, 1979).

To achieve any measure of communicative competence during formal K-12 schooling, language study must begin early. The findings published in *A Nation at Risk* (1983) indicate: "achieving proficiency in a foreign language ordinarily requires from four to six years of study and should, therefore, be started in the elementary grades." Indeed, the primary school pupil is the ideal target for foreign language instruction, since children are at a stage in linguistic development when communicative skills are of utmost importance—they have a natural desire to explore their world through language (Macaulay, 1980).

The President's Commission on Foreign Language and International Studies (1980) urges school systems to "encourage all students to master at least one foreign language and, ideally, to acquire a second. We also urge that language study begin in the early grades but note that its effectiveness depends upon the time devoted to it, a manageable class size, a supportive atmosphere, well-trained teachers and the careful integration of early language instruction with higher levels of study."

In addition to the call for early language instruction, there has been a national focus on integrating a global perspective into the teaching of all subjects. There could be no better beginning for the integration of global education than the introduction of foreign language at an early age. Research has indicated that after the age of 10 or 11, the social attitudes of young people are less open to change and are more rigid (Lambert & Klineberg, 1967). The age period before 10 is particularly open to intercultural input, since children have not yet developed preconceptions and rigid stereotypes about other cultures (Carpenter & Torney, 1973).

Continued on page 6

Governors Recommend Foreign Language and International Studies

At a recent meeting of the nation's governors a task force expressed concern about the lack of international education in this country. Governor Gerald L. Baliles (D-VA), chairman of the National Governors' Association, asked: "How are we to sell our products in a global economy when we neglect to learn the languages of the customer? How are our firms to provide international leadership when our schools are producing insular students?" Task force chairman Governor Thomas H. Kean (R-NJ) personally recommended that proficiency in a second language be a requirement to graduate from college, although his group's formal report did not go that far.

The task force did urge that an international focus be incorporated into "the entire curriculum" to improve the teaching of languages and geography. The task force report suggested that the states:

- offer foreign languages as early as first grade.
- require elementary and high school students to study world cultures and history.
- augment textbooks with other materials, such as maps, travel books, newspapers, and videotapes.
- use technology innovatively, such as linking U.S. students by telephone with those in other countries.
- include geography and world history in statewide tests of school and student performance.
- provide in-service training for teachers in both international studies and foreign languages.
- have teacher certification programs test for international awareness.
- require an international component in all college courses of study, particularly that of business schools.

Citizen Sparks Debate on Immersion

A recent letter in a northern Virginia newspaper criticizing early foreign language instruction sparked numerous responses from local teachers and students. The writer suggested that schools should be spending more time teaching English and questioned how students in language immersion programs could ever learn English. The following responses from immersion teachers and students appeared in *The Fairfax Journal*, Tuesday, February 21, 1989.

Editor, *The Journal*,

We are writing with sadness and disappointment about the letter published in *The Journal* in which a reader expresses concern about the teaching of foreign language. We want to inform you and your readers that we are not conspiring against America. On the contrary, our goal is to make America great and strong. The dark era of isolation is no longer applicable. Americans need to communicate with the world. The fact is that education is changing, and it is now seeking to meet the needs for the next century by broadening the language facility of Americans. Here are some facts to educate your readers about our program.

Students in Francis Scott Key Elementary School's Foreign Language Immersion Program receive instruction in English for reading, writing, and arithmetic, and in truction in Spanish for science, social studies, and reading. Time is equally divided between English and the foreign language. The immersion model is cost-effective since it requires neither a large budget nor additional time.

Research shows that students enrolled in immersion programs perform on standardized tests as well as or above peers who are taught exclusively in the native language (i.e., English). Immersion students develop literacy skills in the second language that are transferred to the first language.

The writer refers to an immersion programs as a "Tower of Babel" and insists that the goal should be immersing immigrants into the mainstream of this country. Immersion programs facilitate learning a foreign language and do not preempt immigrant groups' learning English. These are two entirely separate issues. After six or seven years in an immersion program, student performance in listening and reading approaches nativelike levels. And guess what: they can still speak English.

In response to the letter we are enclosing the spontaneous thoughts of Key's Immersion Program third-graders, who as you will see, at an early age already do have an understanding of the important role of the United States in relation to the rest of the world.

Marta Guzman, Mildred Cruz-Fridman
Evelyn Fernandez, Floe Bingham
Teachers in the Francis Scott Key
Foreign Language Immersion Program
Arlington, VA

Editor, *The Journal*,

We do have spelling, math, grammar, reading, and writing in English. How do you think I'm writing now? We learn science and social studies in Spanish.

Our school has a right to have an immersion program. My mom put me in this program because she thinks it is better to learn a foreign language when you're younger. And if you hear me speak Spanish you will agree with my mom!

Taria Francois

Editor, *The Journal*,

It's a good thing that I have been learning Spanish for four years because the other day a police officer in my building needed a Spanish translator. I was able to speak in Spanish to two children who were left alone. I feel that this is just one little way that my Spanish will not only help me but help others.

Lisa Marshall

Editor, *The Journal*,

We learn math, spelling, grammar, handwriting, P.E., computers, reading, and music in English. We learn reading, science, and social studies in Spanish. When children learn a language when they are young, they don't have an accent and read better in both languages.

Grace Chou

p.s. I also speak Chinese.

FLES NEWS* is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, various teaching methods, recent research, upcoming conferences, and information on how to publicize elementary foreign language programs. *FLES NEWS* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES NEWS is published three times a year (fall, winter, spring) by the National Network for Early Language Learning. Marcia Rosenbusch, editor; Nancy Rhodes, network chair.

Contributing editors for the newsletter by topic are: *Classroom activities*, Sheri Houpt, Portland Public Schools, Hall School, 23 Orono Rd., Portland, ME 04102; *Conferences*, Jane G. Graveen, Glastonbury Public Schools, Glastonbury, CT 06033; *Funding information and new legislation*, Jamie B. Draper, Joint National Committee for Languages, 300 Eye St., N.E., Suite 211, Washington, DC 20002; *Publicizing FLES*, Carolyn Andrade, Cincinnati Public Schools, 230 E. 9th St., Cincinnati, OH 45202; *Research*, E. Statzner, Longfellow Humanities Magnet School, 318 Moore St., St. Paul, MN 55104; *Resources*, Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025 and Betsy Grob, 196 Bleeker St., c/o Little Red Schoolhouse, New York, NY 10012; *Teaching Methods*, Carol Ann Pesola, College of Education, 125 Peik Hall, 159 Pillsbury Dr. S.E., University of Minnesota, Minneapolis, MN 55455.

Subscription rate is $8/year; $12 for overseas. Please send your check to: Gladys Lipton, Treasurer, National Network for Early Language Learning, P. O. Box 4982, Silver Spring, MD 20904.

FLES NEWS wants to hear from its readers. Send letters to: Nancy Rhodes, *FLES NEWS*, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue–May 1; winter issue–Nov. 1; spring issue–Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES NEWS*, National Network for Early Language Learning, as the source.

*Foreign Language in the Elementary School

Activities for Your Classroom

Title: **Paper Play**

Objective: To practice color, number and shape vocabulary, to become familiar with the terms "collage" and "decoupage," and to use comparisons.

Materials: Pieces of different colored paper

Procedure: Each student receives a piece of paper. The teacher asks color questions in the foreign language such as, "Is your paper red or green?" The teacher demonstrates and says, "Fold your paper and tear it. How many pieces do you have now?" The tearing process continues until there are several pieces of paper of different sizes and shapes. Students then count and compare the paper shapes: "There are two small rectangles and three big triangles." "There are five squares." "This square is bigger than that square." Students swap three shapes and receive different colors from their classmates. The teacher asks, "How many red shapes do you have?" The students again make comparisons of shape and color. The teacher discusses artists who use collage or decoupage and the class then uses their pieces of paper to create a collage that can be used later as an item for oral description.

Contributor: Maureen Regan
SUNY at Potsdam
Potsdam, NY 13676

Classroom Activities Editor: Sheri Houpt

Notes from Washington

The Centennial Congress, which adjourned in late October, legislated important provisions that will affect foreign languages, international studies, and English as a second language. The 101st Congress, which convened in January, faces the difficult task of paying for these programs. President Reagan's final budget, sent to Capitol Hill on January 10, ignored the new programs and once again requested major reductions in federal assistance to education. On February 9, President Bush submitted a revised budget indicating how he intends to reconcile being the *education president* with the necessity of being the *economic president*.

Of the programs of interest to FLES practitioners, only magnet schools, many of which are oriented to language and international studies, received any significant increase in funding. The president has asked for an additional $100 million for new magnet schools not tied to desegregation efforts.

As reported previously in *FLES News*, the last Congress created (as part of the Hawkins-Stafford Elementary and Secondary Education amendments) two significant pieces of new legislation: the Foreign Language Assistance Act, authorizing $20 million for model elementary and secondary foreign language programs; and the Presidential Awards for Outstanding Foreign Language Teachers, authorizing $1 million for 100 awards (one elementary and one secondary teacher from each state). Unfortunately, neither program received funding.

Additionally, Title VI of the Higher Education Act, Foreign Languages and Area Studies, authorized at $55 million and previously funded at about $32 million, was reduced by about $2 million. Several new provisions were added in 1986 that have yet to be funded. Language resource centers would conduct research on teaching methods, develop teaching materials and proficiency tests, and publish instructional materials for less commonly taught languages. Intensive summer language institutes would provide training for both teachers and advanced students. These and provisions for materials acquisition, study-abroad internships, and research cannot be realized under current funding levels.

Even in the current deficit climate, the Joint National Council for Languages and the National Council for Languages and International Studies intends to lobby for full funding of all four programs: $20 million for model programs; $1 million for teacher awards; $5 million for international business programs; and $55 million for Title VI. We urge all foreign language supporters to write their representatives and senators accordingly.

On the administrative front, the new secretary of education, Lauro F. Cavazos, in a speech to the Republican governors indicated that he places considerable importance on foreign languages and international education. On the negative side administratively, the Department of Education, in a forthcoming notice of proposed rule making, may attempt to restrict the critical elementary and secondary foreign language programs in the Foreign Language Assistance Act to only Arabic, Chinese, Japanese, and Russian. The definition of "critical language" currently includes virtually all modern foreign languages.

All of these issues need to be addressed in the coming months. Whether the results will be positive or negative depends upon the education community's ability to convince Congress that these programs deserve funding and to convince the administration that they deserve support.

Funding Information and New Legislation Editor: Jamie B. Draper.

FLES NEWS Available on ERIC

The first volume of *FLES NEWS* is now available through the Educational Resources Information Center (ERIC). Check with your local library to learn how to access the ERIC collection.

FLES Improves Cognitive Skills

Karen M. Foster
Huntsville City Schools and Department of Elementary Education, Alabama A&M University, Huntsville, AL

Carolyn K. Reeves
Associate Professor of Curriculum and Instruction, University of Southern Mississippi, Hattiesburg, MS

The results of the 1985 assessment of the effects of the Louisiana elementary school foreign language program upon basic-skills acquisition (see *FLES NEWS, 1*, no. 2, p. 1) served as an impetus for the study described here. The 1985 study indicated that foreign-language (FL) students scored significantly higher on the language arts sections of the Louisiana Basic Skills Tests than did a group of non-foreign-language (NFL) students matched for race, sex, and grade level. The fifth grade FL students also scored higher than NFL students on the Basic Skills math tests (Rafferty, 1986).

The current study extends the Louisiana study by examining the relationship between the number of months of elementary school French instruction and scores on tests measuring higher cognitive processes and metacognitive processes (Foster, 1987). Both higher cognitive and metacognitive processes were observed since, by definition, the two are related: cognition is generally defined as the various thinking processes characteristic of human intelligence, and metacognition as knowledge of and monitoring of one's cognitive processes (Baker & Brown, 1984). The Ross Test of Higher Cognitive Processes (Ross & Ross, 1976) and the Butterflies and Moths Error Detection Task (Erickson, Stahl, & Rinehart, 1985) were used to measure the higher cognitive and the metacognitive processes, respectively.

Subjects

Of the 144 sixth grade students attending one school in Louisiana, 67 students participated in this study. Four groups were formed: one NFL group (13 males and 12 females) and three FL groups. The latter were determined according to the length of time the students had participated in the foreign language program (6.5 months, 1 male and 5 females; 15.5 months, 8 males and 15 females; and 24.5 months, 3 males and 10 females).

The three FL groups had students from two sixth grade classes. These students received 30 minutes of French instruction daily, immediately after 30 minutes of basal reading instruction in their regular classrooms. All had the same French teacher who followed the curriculum guide for grades 4 through 8 provided by the Louisiana Department of Education (1986). The guide emphasizes the communicative approach to the teaching of foreign language.

The NFL group had students from three sixth grade classes. Each day they received 30 minutes of basal reading instruction in their regular classroom and additional reading instruction during the 30-minute period that the FL groups received French instruction. Supplemental materials designed to enhance the basal reading program were utilized during the additional reading period.

Testing Instruments and Procedures

All 67 students completed the Ross Test of Higher Cognitive Processes and the Butterflies and Moths Error Detection Task, which were administered in English. The Ross test measured ability to analyze (separate or break up a whole into its parts according to some plan or reason), synthesize (reason deductively from simple elements into a complex whole), and evaluate (make an examination or a judgment based upon a set of internal or external criteria). These cognitive processes are three of the six components of Bloom's hierarchial taxonomy. (The six components, in ascending order, are knowledge, comprehension, application, analysis, synthesis, and evaluation [Bloom, 1956].)

The Butterflies and Moths Error Detection Task measured the metacognitive skill of comprehension monitoring (assess and regulate the ongoing process of comprehending). The Butterflies and Moths test contained 11 paragraphs, with three types of conditions represented in the paragraphs: paragraphs with single-word errors (nonsense words), paragraphs with word-order errors, and paragraphs with no errors.

Continued on page 5

Resources for Your Classroom

British Broadcasting Company. (1989). *MUZZY—Spanish and French video language programs*. M. Met (Consulting Editor). Reading, MA: Addison Wesley.

The MUZZY video package, available in both Spanish and French, includes an animated video, an audio cassette, a songbook, a storybook, activity masters, and a teacher's guide. The loveable characters in the video have many entertaining adventures together. The language is clear and easily understood without the use of English.

The materials that accompany the video help the teacher expand its use. In the teacher's guide, for example, is a video planning chart, sample pre- and post-viewing activities, vocabulary lists, and the video script. The storybook illustrates the video scene by scene with cartoon bubbles of the video dialogue in Spanish. Among the topics introduced are: greetings, telling time, feelings, seasons, and sports. This resource will be a welcome addition to the library of any FLES program.

Cole, A., Haas, C., Heller, E., & Weinberger, B. (1978). *Children are children are children: An activity approach to exploring Brazil, France, Iran, Japan, Nigeria, and the USSR*. Boston: Little, Brown.

This book is excellent for a content-based class or for one with a global focus, for it is filled with ideas for teaching about specific cultures through hands-on activities. Teachers who believe that children need to use all their senses in learning will love the recipes, authentic craft activities, doll making, games, and science projects. Teachers can learn details, for example, about customs unique to Japanese culture, and can enrich their classes with a Japanese papermaking project or a tea ceremony. A special emphasis in each section is on the children of the culture—the games they play, the instruments and songs they enjoy, and even the stories they love.

Resources Editors: Myriam Chapman and Betsy Grob

Cognitive Benefits from page 4

Data Analysis

A 2x4 (sex by months of French instruction) factorial analysis of covariance was used to analyze the data, with the total Science Research Associates (SRA) reading scores from the previous spring serving as the covariate. The .05 level of significance was used to test all hypotheses. A trend analysis was used to further examine significant treatment effects (Pedhazur, 1982). The trend analysis provided a measure of the type of relationship between the level of French instruction and each of the dependent variables. The study design allowed tests for linear trends, thereby combining the power of analysis of variance in discerning treatment differences with the predictive ability of regression analysis.

Results

The results of the data analysis indicated that the groups that had received French instruction scored significantly higher in three areas than students who did not receive French instruction. These areas are: 1) the cognitive process of "evaluation" on the Ross test ($F = 7.20$, $p < .01$), 2) the total score of all cognitive functions on the Ross test ($F = 5.33$, $p < .01$), and 3) the comprehension-monitoring skill as measured by the total score of the Butterflies and Moths test ($F = 3.74$, $p < .02$).

Even more interesting were the results of the linear trend analysis, which revealed that the performance of the FL groups increased in relationship to the number of months of French instruction—the students who had studied French the longest performed the best. Results of the linear trend analysis were: for the cognitive process of evaluation on the Ross test, $F = 21.23$, $p < .001$; for the total Ross test, $F = 21.32$, $p < .001$; and on the total Butterflies and Moths test, $F = 11.99$, $p < .002$.

On word-order scores of the Butterflies and Moths test, a sex-by-treatment interaction was found, with males in the FL group demonstrating the best performance on the task ($F = 4.45$, $p < .02$). A significant positive linear trend was also found, indicating that males who had studied French longer performed better on the word-order task ($F = 22.83$, $p < .001$). The performance of FL female students on this task increased up to 15.5 months of French instruction but declined at 24.5 months of instruction (0 months = 1.68, 6.5 months = 1.86, 15.5 months = 2.16, and 24.5 months = 1.51).

There were no significant treatment (i.e., French instruction) effects on the analysis scores and synthesis scores of the Ross test. Nor were there significant treatment effects on the acceptable passage scores and the single-word-error passage scores of the Butterflies and Moths Error Detection Task.

Discussion

The results of the study lend support to the cognitive-benefits premise as one basis for offering foreign language instruction at the elementary school level. Although there were no significant differences between performance of the NFL and FL groups on analysis and synthesis skills, there were significant differences on evaluation, the highest cognitive skill in Bloom's taxonomy. Students' scores on the evaluation section in the Ross test increased linearly as the amount of French instruction increased. Whether this trend would continue with additional instruction is unknown. This aspect of the analyses warrants further investigation.

The significant effect of French instruction on the total Butterflies and Moths Error Detection Task scores indicated a significant positive linear trend related to increased amounts of French instruction. This trend was significant for both male and female students.

Significant differences between performance of the groups on the most difficult metacognitive condition, the word-order-error passages, indicated a significant positive linear trend for male subjects but not for female subjects. The authors can provide no explanation for this unexpected interaction, since no gender differences were significant for the other variables. Nor can the authors explain why the female students in the FL groups did not perform significantly better than the female students in the NFL group on the word-order task.

Conclusions

In summary, the significant effects of French instruction were indicated only at the *highest* three levels of both cognitive processing (analysis, synthesis, and evaluation) and metacognitive processing (assessment and regulation of the on-going process of comprehending). Significant treatment effects at the evaluation and word-order-error detection levels provides support for the rationale that participation in the elementary French program promotes higher levels of cognitive and metacognitive processing. Additional studies should examine the relationships between higher-level thinking skills and the different levels of foreign language proficiency and/or increased amounts of foreign language instruction.

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Staff. (1987-1988, Winter). The Louisiana report: Second language study improves basic skills. *FLES News 1* (2), p. 1.

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Research Editor: E. Statzner

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the conferences editor.

1989 CONFERENCES

May 4-6: **Canadian Association of Second Language Teachers, Annual Meeting**. Vancouver. Ihor Z. Kruk, 369 Montrose Street, Winnipeg, Manitoba R3M 3M1, Canada.

May 11-13: **Pacific Northwest Council on Foreign Languages**. Missoula, MT. Ray Verzasconi, Foreign Languages and Literatures, Oregon State University, Corvallis, OR 97331.

July 10-14: **American Association of Teachers of French, 62nd Annual Meeting**. Paris. AATF, 57 E. Armory Avenue, Champaign, IL 61820.

August 10-14: **American Association of Teachers of Spanish and Portuguese**. San Antonio, TX. AATSP, P. O. Box 6349, Mississippi State, MS 39762-6349.

FLES TRAINING WORKSHOPS, SUMMER 1989

June 12-July 17: **Methods for Teaching Foreign Languages in the Elementary and Middle School: An Intensive Workshop.** Concordia College, Moorhead, MN. Carol Ann Pesola, coordinator. For application information contact: Office of Admissions, Concordia College, Moorhead, MN 56560. For grant information for German teachers, contact: Helene Zimmer-Loew, AATG, 523 Building, Suite 201, Route 38, Cherry Hill, NJ 08034.

June 29-July 30: **Fourth Annual Summer Language Institute**. New York. Mari Haas, Bank Street Graduate School of Education, 610 West 112th Street, New York, NY 10025. (212) 865-5382. Session includes two weeks travel in France or Mexico. Session also available June 29-July 14 without travel.

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July 5-22: **National FLES Seminar**. Baltimore, MD. Dr. Gladys Lipton, Coordinator of Foreign Language Workshops, University of Maryland/Baltimore County, Department of Modern Languages, Catonsville, MD 21228. (301) 455-2109.

Conferences Editor: Jane G. Graveen

Rationale from page 1

If we fail to give children a multicultural perspective when their minds are open, we may be fostering a loss of identity and greater conflict among ethnic groups. Children who are allowed to follow a single "tunnel vision" system of thought may soon become frustrated. Cultural pluralism is the freedom to know and choose whichever values or ways of life are fulfilling to self—a chance to find the real self (Carpenter & Torney, 1973). It is probable that through learning another language and culture people become more effective problem solvers and come closer to achieving solutions to pressing social problems because of an increased awareness of a wider set of options (Weatherford, 1986).

Perhaps the most important consideration in the decision to make foreign language a part of the core curriculum is the voluminous accumulation of research indicating that the child's cognitive and psychological development is positively influenced by foreign language study. Foreign language study necessitates the acquisition of new learning strategies because it is foreign; basic to preparation for a changing world is the development of abilities to meet new challenges (Barkin, 1982). Piaget, the mentor psychologist of educators, said that the major thrust of cognitive development is realized when one comes into contact with ideas or experiences that are in conflict with one's existing ideas (Carpenter & Torney, 1973).

To go one step further, a recent study comparing control groups of children, ages 4-12, who had no exposure to foreign language study with groups who had a systematic and consistent language experience, showed significant gains in basic skills as well as in higher order thinking skills in the latter groups. Specifically, in the final report from the 1985 study of Louisiana Basic Skills Tests it was determined that "regardless of their race, sex, or academic level, students in foreign language classes outperformed those who were not taking foreign language on the 3rd, 4th, and 5th grade language arts sections" (Rafferty, 1986). Other research shows that "elementary school children who are learning a second language scored significantly higher than children of similar socioeconomic/intellectual backgrounds on the *Torrance Tests of Creative Thinking*" (Landry, 1973). (Also see the article by Foster and Reeves in this issue.)

Other linguists and psychologists are addressing the development of higher order thinking skills. W. E. Lambert (1981) observed that exposure to a second language early in children's life or schooling increases their awareness that a word and the thing it represents are independent entities—a level of abstraction not otherwise easily reached. Most recently, a report from the Center for Applied Linguistics states that "because children are cognitively, affectively, and socially more flexible than adolescents or adults, they are naturally more 'efficient' foreign language learners. Children who are adequately exposed to two languages at an early age experience gains: they are more flexible and creative, and they reach high levels of cognitive development at an earlier age than their monolingual peers" (Hamayan, 1986).

Anticipating the possible primary concern of administrators (and setting aside inevitable concerns of available monies), we *can* find the necessary *time* allotment, when all factors are viewed globally. Accepting the proven cognitive gains (which is, after all, our main goal as educators), we can look briefly at prevailing hypotheses and methodologies of foreign language instruction and realize that language, any language, is intended to function as a means of communication about any and all of life's processes. The Natural Approach hypotheses offered by Krashen and Terrell (1983) show foreign language teachers that

Continued on page 7

Rationale from page 6

they must help the child *acquire* the language through comprehensible input, rather than through syntactical grammar dissection, and at a cognitive level in keeping with the child's stage of development.

A visit in 1989 to a foreign language class taught by a teacher who accepts these hypotheses will be an overwhelmingly pleasant surprise to most of us over the age of 30. The students in these classrooms are solving math problems, conducting simple science experiments, experiencing cultural diversity, graphing comparisons, reading literature, exploring the arts (i.e., *normal classroom functions*), but hearing the target language—and eventually responding with it—as a means of communication. The foreign language segment need not pull time away from basic skills—it can be just one more diverse, enjoyable means of reinforcing those skills. A trained elementary foreign language instructor will develop a rapport with the classroom teacher, explore his or her curriculum, and find ways to enhance the instruction of basic concepts at that grade level. The foreign language is acquired and internalized when taught through science, mathematics, and social studies because the language is necessary for the communication of thoughts, rather than being a learning exercise unto itself (Krashen & Terrell, 1983).

No longer can we excuse ourselves for not recognizing the importance of second language acquisition and a global approach to our curricula. Nor can we be complacent because we lack the day-to-day necessity of communicating in another language. Every day we see foreign investors gobbling up our livelihood and every day we see more advantages to expanding our markets in other countries. We must educate our children to become world citizens—their survival may depend on it. We must be the leaders who encourage our school districts to make a bold statement in curriculum improvement through the addition of elementary school foreign language programs.

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Continued on page 8

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Resources from page 7

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